

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 5/13/24</p> <p>Day 1 Art</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Cold Read-"More Than A Long Neck" 2-Read Chapter 13 PJ 3-Ch. 12 Questions</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: alphabetical order</p>	<p><u>OBJECTIVES:</u> First Americans magazine-</p> <p><u>ACTIVITIES:</u> 1-People of the Southwest-Mumau 20 Farmers of the Plains-Cordaro</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> identifying pronoun-verb agreement, contractions, easily confused words, & biographies</p> <p><u>ACTIVITIES:</u> 1-page 230-231 2-3-biography writing-gathering information/writing rough drafts</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>
<p>Tuesday 5/14/24</p> <p>Day Library</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Read Chapter 14 in pairs 2-Make Google Form quiz t(in pairs) 3-Late work</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> culture of the Eastern Woodlands peoples</p> <p><u>ACTIVITIES:</u> 1-read pages 11-12 2-Exit ticket on paper</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> identifying pronoun-verb agreement, contractions, easily confused words, & biographies</p> <p><u>ACTIVITIES:</u> 1-pages 232 2-Check in with Mobymax assignment-was due on May 3 3-biography writing-gathering information/writing rough drafts</p> <p><u>EVALUATION:</u> HW-</p>

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Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 5/15/24</p> <p>Day 3 GYM</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Read PJ Ch. 15 2-Ch. 15 GF questions 3-Entrepreneur Activity on Smart Futures</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Spelling fill in the blank w-sheet</p>	<p><u>OBJECTIVES:</u> Culture of Mound Builders of the Southeast</p> <p><u>ACTIVITIES:</u> 1-read pages 13-14 2-drawing/captions exercise</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> review-relative and interrogative pronouns</p> <p><u>ACTIVITIES:</u> 1-Kahoot 2-Finish biography final drafts</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 5/16/24</p> <p>Day 4 STEM</p> <p>Washington DC Field Trip</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- none</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>
<p>Friday 5/17/24</p> <p>Day 5 LOT</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Read Ch. 16/17 -Listen/Read together 2-Questions on 16/17</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> America's first peoples</p> <p><u>ACTIVITIES:</u> 1-Clues to the past pages 15-16 read and discuss</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> adjectives/adverbs</p> <p><u>ACTIVITIES:</u> 1-video-introduce 2-adjectives packet 3-Finish biography writing</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Accommodations and Modifications</p> <p>Included but not limited to:</p>	<ul style="list-style-type: none"> · Follow IEPs · Differentiated group work · Preferential seating · Opportunities for enrichment connected to content · Challenge work connected to content 		